

BUFFALO ELEMENTARY

733 Main Street
Buffalo, SC 29379

GRADES K-4 Elementary School

ENROLLMENT 578 Students

PRINCIPAL Melissa Inman 864-429-1730

SUPERINTENDENT Dr. Thomas White 864-429-1740

BOARD CHAIR Mrs. Jane Hammett 864-427-7081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	45	54	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

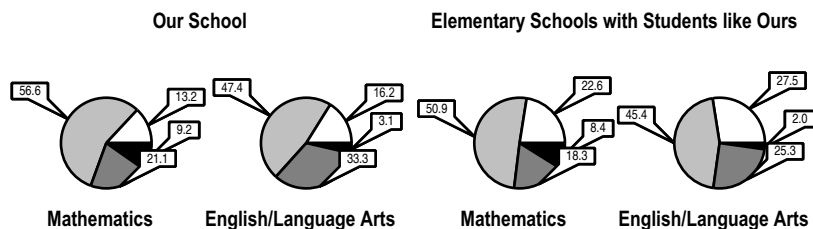
FOR MORE INFORMATION, VISIT WEBSITES AT:




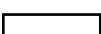
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Excellent	N/A
2003	Good	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	99	61
Percent satisfied with learning environment	93.0%	93.8%	91.5%
Percent satisfied with social and physical environment	90.5%	85.6%	86.4%
Percent satisfied with home-school relations	83.3%	85.6%	91.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	241	100.0	16.2	47.4	33.3	3.1	36.4	17.6
Gender								
Male	109	100.0	23.0	48.0	27.0	2.0	29.0	17.6
Female	132	100.0	11.0	46.5	38.6	3.9	42.5	17.6
Racial/Ethnic Group								
White	146	100.0	13.0	42.8	39.9	4.3	44.2	17.6
African-American	94	100.0	21.6	54.5	22.7	1.1	23.9	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	197	100.0	12.0	43.5	40.8	3.8	44.6	17.6
Disabled	44	100.0	34.1	63.6	2.3	N/A	2.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	241	100.0	16.3	47.1	33.5	3.1	36.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	241	100.0	16.3	47.1	33.5	3.1	36.6	17.6
Socio-Economic Status								
Subsidized meals	158	100.0	21.8	53.7	23.8	0.7	24.5	17.6
Full-pay meals	83	100.0	6.3	35.0	51.3	7.5	58.8	17.6

Mathematics								
All students	241	100.0	13.2	56.6	21.1	9.2	30.3	15.5
Gender								
Male	109	100.0	12.0	62.0	17.0	9.0	26.0	15.5
Female	132	100.0	13.4	52.8	24.4	9.4	33.9	15.5
Racial/Ethnic Group								
White	146	100.0	8.0	52.9	27.5	11.6	39.1	15.5
African-American	94	100.0	20.5	63.6	11.4	4.5	15.9	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	197	100.0	10.3	53.3	25.0	11.4	36.4	15.5
Disabled	44	100.0	25.0	70.5	4.5	N/A	4.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	241	100.0	12.8	56.8	21.1	9.3	30.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	241	100.0	12.8	56.8	21.1	9.3	30.4	15.5
Socio-Economic Status								
Subsidized meals	158	100.0	17.7	63.9	12.9	5.4	18.4	15.5
Full-pay meals	83	100.0	3.8	43.8	36.3	16.3	52.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	114	N/A	22.5	45.9	29.7	1.8	31.5
	Grade 4	96	N/A	13.5	54.2	30.2	2.1	32.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	131	100.0	13.7	41.1	39.5	5.6	45.2
	Grade 4	110	100.0	19.2	54.8	26.0	N/A	26.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	114	N/A	29.7	45.0	18.0	7.2	25.2
	Grade 4	96	N/A	17.7	43.8	24.0	14.6	38.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	131	100.0	16.1	58.1	20.2	5.6	25.8
	Grade 4	110	100.0	9.6	54.8	22.1	13.5	35.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 578)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 4.5%	2.7%	2.4%
Attendance rate	96.3%	Up from 96.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.7%	Up from 12.3%	11.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.1%	Down from 10.9%	8.1%	8.0%
Older than usual for grade	1.0%	Up from 0.3%	1.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	57.4%	Up from 53.3%	47.6%	50.0%
Continuing contract teachers	87.2%	Up from 86.7%	86.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.9%	Up from 88.7%	86.9%	86.2%
Teacher attendance rate	95.3%	Down from 95.5%	95.3%	95.3%
Average teacher salary	\$39,988	Up 3.1%	\$39,408	\$39,909
Prof. development days/teacher	14.6 days	Up from 13.7 days	11.6 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	18.3 to 1	Up from 11.5 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 89.4%	89.5%	89.7%
Dollars spent per pupil*	\$4,379	Up 8.8%	\$5,681	\$5,892
Percent spent on teacher salaries*	69.6%	Down from 71.1%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goal of Buffalo Elementary School is to ensure that each child achieves his or her potential through diverse and challenging educational experiences, thus providing a foundation for lifelong learning. We feel that we have made significant progress in the areas of our school goals and academic progress in the 2002-2003 school year.

During the 2002-2003 school year, we were able to fully implement our SC READS Grant along with the SC Tutorial Assistance Subgrant. One hundred percent of our faculty and Pre K-3 staff are directly involved in this program, allowing for substantial growth in their professional knowledge. The funds also allowed our on-site Family Literacy Center to establish high quality, intensive, integrated instructional programs that promote adult literacy and empowers parents to support the educational growth of their children. Together the teachers, administrators, faculty, students, parents and community are working toward the common goal of meeting the diverse needs of our changing world.

Other successes at Buffalo Elementary include:

Palmetto Gold Winner

After-School Tutorial program for students scoring Below Basic on PACT

After-School Tutorial program for 4K-3rd Grade in literacy

A mentoring program through Milliken Gillespie Plant

A Read a Loud Program through community volunteers

Active School Improvement Council and PTA

Kay Gilliland, Teacher of the Year

Tammy Fisher, Media Specialist, National Board Certified

A student recipient of the Governor's Citizenship Award

Beautify Buffalo for at-risk students

Ninety percent of the students received the Governor's Reading Honor Roll

Students raised approximately \$4,000 for the American Heart Association

Students raised over \$2,000 for American Cancer Society

Students raised over \$1,000 for March of Dimes

We are proud to have such a dedicated team of students, parents, community leaders and faculty and staff who all work together to make Buffalo Elementary the best that it can be!

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.